

## Lesson Plan for Chun Yun

Objective: Student will recognize and respond to required information on School Emergency Form.

Materials/Resources: Copy of required form from child's school and 5x8 index cards.

Warm-Up/Review: Using required form labels, tutor will remind student that these words are already in her speaking vocabulary.

Introduction: Student and tutor will look at forms together. Tutor will read each item required, write it on the front of the card and have student write the same word below in her native language. On the reverse side of the card, tutor will write response to request for information.

Practice: Using the 5x8 cards, student will identify word on front of card and respond first verbally and then in writing to request.

Application: student will study the words and practice writing responses at home. Student will be prepared to write responses without reference to native language.

Reflection/Notes: Was the student enthusiastic about the lesson? Did the material seem relevant to the needs of the student?

# LESSON PLAN

Objective: \_\_\_\_\_

Materials/Resources Needed: \_\_\_\_\_

WarmUp/Review: \_\_\_\_\_

Introduction: \_\_\_\_\_

Presentation: \_\_\_\_\_

Practice: \_\_\_\_\_

Application: \_\_\_\_\_

## Write a Lesson Plan Guide

### *How to Develop a Lesson Plan*

To begin ask yourself three basic questions:

1. Where are your students going?
2. How are they going to get there?
3. How will you know when they have arrived?

Then begin to think about each of the following categories which form the organization of the plan. While planning, use the questions below to guide you during each stage.

### Goals

**Goals determine purpose, aim, and rationale for what you and your students will engage in during tutoring time.**

1. What are the broader, long term objectives, aims, or goals of your plan.
2. What do you expect the student to be able to do by the end of this plan.

### Objectives

**The objectives for the lesson plan are drawn from the broader goals of the unit plan and are achieved over a well defined period.**

1. What will the student be able to do during this lesson?
2. How will students demonstrate that they have learned and understood the objectives of the lesson?

### Prerequisites

**Prerequisites are useful when considering the readiness of your student.**

1. What must students already be able to do and have mastered in advance to accomplish the lesson objectives?

### Materials

1. What materials will be needed and what needs to be prepared in advance?

### Lesson Procedure

The lesson plan is divided into four components.

#### . Introduction

1. How will you introduce the ideas and objectives?
2. How can you tie lesson objectives with student interests and past experiences and activities?
3. What will be expected of the student?

#### . Main Activity

1. What is the focus of the lesson?
2. What will you do to facilitate learning and manage the various activities?
3. How can the material be presented to ensure the student will benefit from the learning experience?

#### Rule of Thumb #1:

Take into consideration what students are learning (a new skill, a new fact, idea or concept).

Choose one of the following techniques to plan the lesson content based on what your objectives are:

1. Demonstration--> list in detail and sequence of the steps to be performed
2. Explanation--> outline the information to be explained.
3. Discussion--> list of key questions to guide the discussion.

#### . Closure/Conclusion:

1. What will you use to draw the ideas together for student at the end?
2. How will you provide feedback to correct any misunderstandings and reinforce learning?

**. Follow up Lessons/Activities**

1. What activities might you suggest for enrichment and remediation?
2. What lessons might follow as a result of this lesson?
3. What extra practice/homework would be appropriate?

**. Assessment/Evaluation**

This section focuses on ensuring that your student has arrived at the intended destination. You will need to gather some evidence that they did. This usually is done by gathering student work and evaluating it based on the lesson objectives. You could also replicate some of the activities practiced as part of the lesson, without providing the same guidance as during the lesson. You could quiz the student on various concepts and problems as well.

1. Has your student mastered the concept/skill? If so, move on to another concept/skill.
2. If not, how will you remediate?

**Rule of Thumb #2:**

**Be sure to provide student with the opportunity to practice the skill/concept. Never introduce new material during the evaluation.**